

Name: \_\_\_\_\_

Score: / 100

## Scoring Rubric for In-class Cause/Effect Essay

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<b>Formatting</b>	<b>Total:</b> <span style="border: 1px solid black; display: inline-block; width: 100px; height: 1.2em; vertical-align: middle;"></span>			
Title <span style="float: right;"><input type="checkbox"/></span>	Centered and clearly shows the main idea of the essay.	Centered and is related to the main idea of the essay.	May not be centered; may not be related to the main idea of the essay.	No title <b>OR</b> Not centered; not related to the main idea of the essay.
Indenting <span style="float: right;"><input type="checkbox"/></span>	The first line of each paragraph is indented ½ inch.	Most paragraphs are indented ½ inch.	Some paragraphs are indented ½ inch.	Paragraphs are not indented <b>OR</b> no paragraphs are indented by ½ inch.
Font <span style="float: right;"><input type="checkbox"/></span>	Uses a standard 12-point font.	Uses a standard font; may not be 12-point, but is not too big or too small.	May use a non-standard font; may be too big or too small.	Uses a non-standard font; font-size is too big or too small.
Spacing <span style="float: right;"><input type="checkbox"/></span>	Double-spaced throughout.	Mostly double-spaced.	Mostly single-spaced.	Single-spaced throughout.
<b>Mechanics</b>	<b>Total:</b> <span style="border: 1px solid black; display: inline-block; width: 100px; height: 1.2em; vertical-align: middle;"></span>			
Punctuation <span style="float: right;"><input type="checkbox"/></span>	No errors in using periods and commas.	A few errors in using periods and commas.	Some errors in using periods and commas.	Several errors in using periods and commas.
Capital Letters <span style="float: right;"><input type="checkbox"/></span>	No errors in using capital letters.	A few errors in using capital letters.	Some errors in using capital letters.	Several errors in using capital letters.
Spelling <span style="float: right;"><input type="checkbox"/></span>	No spelling errors.	A few spelling errors, but they do not interfere with meaning.	Some spelling errors; may interfere with meaning.	Several spelling errors; interfere with meaning.
<b>Content</b>	<b>Total:</b> <span style="border: 1px solid black; display: inline-block; width: 100px; height: 1.2em; vertical-align: middle;"></span>			
Task Fulfillment <span style="float: right;"><input type="checkbox"/></span>	Clearly focuses on the effects of a single cause <b>OR</b> on the causes of a single effect; shows clear cause/effect relationships between ideas.	Focuses on the effects of a single cause <b>OR</b> on the causes of a single effect; shows cause/effect relationships between ideas.	Focuses on the effects of a single cause <b>OR</b> on the causes of a single effect; may not show cause/effect relationships between ideas.	Does not focus on the effects of a single cause <b>OR</b> on the causes of a single effect; does not show cause/effect relationships between ideas.
Quality <span style="float: right;"><input type="checkbox"/></span>	Is interesting to read; shows the author took care while writing the essay.	Is generally interesting to read; shows the author took some care while writing the essay.	Is generally boring or unimaginative; shows the author generally did not take care while writing the essay.	Is boring; shows the author did not take care while writing the essay.
<b>Introduction</b>	<b>Total:</b> <span style="border: 1px solid black; display: inline-block; width: 100px; height: 1.2em; vertical-align: middle;"></span>			
Hook <span style="float: right;"><input type="checkbox"/></span>	Grabs the reader's attention; is clearly related to the topic.	Grabs the reader's attention; generally related to the topic.	Attempts to grab the reader's attention; may be too general.	Does not grab the reader's attention; is a general statement not related to the topic.
Background Sentences <span style="float: right;"><input type="checkbox"/></span>	Go from general to specific; lead up to and develop the thesis; at least 4 sentences between the hook and the thesis.	Go from general to specific; somewhat lead up to the thesis; at least 3 sentences between the hook and the thesis.	May be too general; may not lead up to the thesis; at least 2 sentences between the hook and the thesis.	Too general; do not lead up to the thesis; include ideas not related to the topic; only 1 sentence between the hook and the thesis.
Thesis Statement <span style="float: right;"><input type="checkbox"/></span>	Clearly expresses the main idea; has a controlling idea that clearly indicates the organization.	Expresses the main idea; has a controlling idea that indicates the organization.	The main idea may not be clear; has a controlling idea, but it may not indicate the organization.	Main idea is not clear; the controlling idea is missing <b>OR</b> the thesis statement is missing.

Body Paragraphs		Total:			
Number	<input type="text"/>	At least 3 body paragraphs.	At least 2 body paragraphs.	At least 1 body paragraph.	Only 1 body paragraph.
Topic Sentences	<input type="text"/>	Each one clearly expresses a new idea that is related to the thesis statement.	Each one expresses a new idea that is generally related to the thesis statement.	Some may not express a new idea or the idea(s) expressed may not relate to the thesis statement.	Idea(s) expressed are not related to the thesis statement or repeat.
Supporting Details (Major)	<input type="text"/>	Directly relate to the topic of the paragraph. At least 4 major supporting details.	Generally relate to the topic of the paragraph. At least 3 major supporting details.	Somewhat relate to the topic of the paragraph. At least 2 major supporting details.	Do not relate to the topic of the paragraph. Only 1 major supporting detail.
Supporting Details (Minor)	<input type="text"/>	Include facts, examples, quotations, etc. that clearly explain the major supporting details.	Include facts, examples, etc. that generally explain the major supporting details.	Include facts, examples, etc. that sometimes explain the major supporting details.	Does not include facts, examples, or the facts and examples do not explain the major supporting details.
Transitions	<input type="text"/>	Clearly link each paragraph to the thesis statement; clearly link sentences within the paragraphs.	Generally link each paragraph to the thesis statement; generally link sentences within the paragraphs.	Somewhat link each paragraph to the thesis statement; sentences within paragraphs may not be linked.	Paragraphs are not linked to the thesis statement; sentences within paragraphs are not linked.
Cohesion and Coherence	<input type="text"/>	Ideas are clearly arranged in a logical order and clearly connected to each other.	Ideas are arranged in a logical order and connected to each other.	Ideas are somewhat arranged in a logical order and may not be connected to each other.	Ideas are not arranged in a logical order; ideas are not connected to each other.
Conclusion		Total:			
Summary	<input type="text"/>	Restates the main ideas from each body paragraph; does not include any new ideas not given in the body paragraphs.	Restates some of the main ideas from the body paragraphs; does not include any new ideas not given in the body paragraphs.	Restates only a few ideas from the body paragraphs; may include new ideas not given in the body paragraphs.	Does not restate any of the main ideas from the body paragraphs; includes several new ideas not given in the body paragraphs <b>OR</b> the summary is missing.
Final Thought	<input type="text"/>	Is clearly related to the topic; gives a suggestion, prediction, etc. that tells the reader the essay is finished.	Is generally related to the topic; gives a suggestion, prediction, etc. that somewhat tells the reader the essay is finished.	May not be related to the topic; it may not be clear to the reader that the essay is finished.	Introduces additional ideas that makes the reader think the essay is not finished <b>OR</b> the final thought is missing.
Sentence Structure (Grammar)		Total:			
Sentence Length	<input type="text"/>	Uses a good mix of long and short sentences.	Uses several long sentences mixed with short sentences.	Uses some long sentences mixed with short sentences.	Uses only short sentences.
Errors	<input type="text"/>	Very few errors; the errors do not interfere with meaning.	A few errors; the errors generally do not interfere with meaning.	Some errors; the errors may interfere with meaning.	Several errors; the errors interfere with meaning.
Vocabulary		Total:			
Word Choice	<input type="text"/>	Uses appropriate academic vocabulary.	Generally uses appropriate academic vocabulary.	Uses some academic vocabulary, but mostly uses non-academic words.	Uses only non-academic words.
Topic-related	<input type="text"/>	Uses appropriate vocabulary to indicate similarities and differences.	Generally uses appropriate vocabulary to indicate similarities and differences.	Uses some appropriate vocabulary to indicate similarities and differences.	Does not use appropriate vocabulary to indicate similarities and differences.
Errors	<input type="text"/>	Very few errors; the errors do not interfere with meaning.	A few errors; the errors generally do not interfere with meaning.	Some errors; the errors may interfere with meaning.	Several errors; the errors interfere with meaning.

Total out of 100: \_\_\_\_\_